Intent of our writing Curriculum-English writing will be taught and encouraged primarily to enable the child to approach with confidence the whole process of creative and uniquely independent writing and consequently to find an enjoyment in mastering new literacy skills. Within our Pillar values of Literacy and Oracy, opportunities will be provided to not only learn and perform various different genres of writing but to also explore fully various poems during the academic year. We will begin by introducing the child to key phonics and continue to develop these skills until they can embrace robustly the whole written process which will include clear, correct punctuation and the ability to proof read their work and edit and correct any errors. Following this, we will lead the child in the further skills that will enable them to adapt their writing in both style and content to any required audience. This will hopefully increase their appetite for and appreciation of a wide range of authors, their methodology and style of writing and give them the interest and curiosity to approach broad and diverse subjects.

Year A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	**RWI set 1 sounds** m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e	**RWI set 1 sounds** l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk,	**RWI set 2 sounds set 1 repetition** (set 1 doubles: ss, ck, ff, ll, zz) ay, ee, igh, ow, oo, oo,	**RWI set 2 sounds set 1 repetition** ar, or, air, ir, ou, oy	**RWI set 3 sounds set 1 & 2 repetition** ee, oi, aw, are, ur, er, ow, ai, oa, ew,	**RWI set 3 sounds set 1 & 2 repetition** a-e, i-e, o-e, u-e ire, ear, ure
	Reading Tricky words – I, the, my, you, a	**Reading Tricky words – no, go, to, into, said**	**Reading Tricky words – your, are, be, of, he**	**Reading Tricky words – she, we, me, put, was**	**Reading Tricky words – all, what, so, they, some**	**Reading - consolidation**
Year 1 Taught throughout each piece of writing: -Plan by talking about ideas and recording them - Orally rehearse sentences before writing - Re-read writing to check it makes sense and make simple changes as necessary - Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations	**Instructions – jam sandwich** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction	**Character description – linked with Halloween/ bonfire night** -Use simple narrative language features -Use the names of people, places and things -Use the conjunction 'and' to join words -Begin to punctuate using a capital letter for the names of people, places, days of the week and I	**Information text - Scott of the Antarctic** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction -Use simple organisational	**Story – Where are all the wild things?** -Sequence their own sentences to form simple narratives -Use simple narrative language features -Use simple organisational features in fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences	**Recount – dragon hunt** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction	**Non-chronological report – Castles** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction -Use simple organisational

- Read their own writing aloud clearly - Generally use the present and past tense accurately -Write so that other people can understand the meaning of sentences -Demarcate sentences using full stops and capital letters -Spell year 1 CEW, prefixes and suffixes - Form lower-case letters, capital letters and leave spaces between words.	-Use the names of people, places and things -Use the conjunction 'and' to join words -Begin to punctuate using a capital letter for the names of people, places, days of the week and I **Story – The tiger who came to tea** -Sequence their own sentences to form simple narratives -Use simple narrative language features -Use simple organisational features in fiction -Use the names of people, places and things -Use the conjunction 'and' to join words -Begin to punctuate using a capital letter for the names of people, places, days of the week and I **Invitation – to a party**	**Diary- Great Fire of London** -Write for simple audiences and purposes based on real life experiences -Use simple narrative language features -Use the names of people, places and things -Use the conjunction 'and' to join words -Begin to punctuate using a capital letter for the names of people, places, days of the week and I **Chronological report- Great Fire of London** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form simple non-fiction text	features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences -Begin to punctuate using a capital letter for the names of people, places, days of the week and I **Recount – Arctic adventure** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction	-Punctuate using a capital letter for the names of people, places, days of the week and I **Leaflet – lion** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences -Begin to punctuate using a capital letter for the names of	-Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences -Begin to punctuate using a capital letter for the names of people, places, days of the week and I **Instructions – How to catch/wash a dragon** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction	features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences **Explanation text – How does a sunflower grow** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple

-Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join words -Begin to punctuate using a capital letter for the names of people, places, days of the week and I	-Use simple language features of non-fiction -Use simple organisational features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join words -Begin to punctuate using a capital letter for the names of people, places, days of the week and I	-Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences **Fairy-tale story based on tobacco factory play** -Sequence their own sentences to form simple narratives -Use simple narrative language features -Use simple organisational features in fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences -Punctuate using a capital letter for the names of people, places, days of the week and I	people, places, days of the week and I **Poetry** -Write simple poetry	-Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences **Persuasive letter – Please can I have a pet dragon?** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple	sentences forming compound sentences **Fairy tale – Character description – (tell me a dragon text)** -Sequence their own sentences to form simple narratives -Use simple narrative language features -Use simple organisational features in fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences -Punctuate using a capital letter for the names of people, places, days of the week and I

					sentences forming compound sentences -Punctuate using a capital letter for the names of people, places, days of the week and I	
Year 2 Taught throughout each piece of writing: -Plan by talking about ideas and vocabulary whilst recording ideas -Orally rehearse sentences before writing -Write about more than one idea and group related information -Evaluate their writing through discussion and make improvements to clarify the meaning and sense -Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations -Read their own writing aloud clearly,	**Instructions – jam sandwich** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English -Use commas in lists **Story – The tiger who came to tea** -Create simple plots in narratives	**Character description – linked with Halloween/ bonfire night** -Create simple characters in narratives -Use the main language features of narrative -Use the main organisational features in fiction -Use the noun phrases to describe and specify people, places and things -Use co-ordinating conjunctions to form compound sentences -Use apostrophes for contracted forms **Diary- Great Fire of London**	**Information text - Scott of the Antarctic** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English **Recount – Arctic adventure**	**Story – Where are all the wild things?** -Create simple plots in narratives -Create simple settings in narratives -Create simple characters in narratives -Use the main language features of narrative -Use the main organisational features in fiction -Use the noun phrases to describe and specify people, places and things -Use co-ordinating conjunctions to form compound sentences -Use subordinating conjunctions to add extra information	**Recount – dragon hunt** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English -Use commas in lists -Use the progressive (continuous) form in the present and past tense	**Non-chronological report – Castles** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English -Use commas for singular possession -Use the progressive (continuous) form in the present and past tense

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7
with appropriate intonation -Use accurate verb/tense and subject /verb agreement -Demarcate sentences consistently using full stops and capital letters -Spell year 2 CEW, homophones and range of phonemes -Form correctly sized and orientated lower-case letters and capital letters -Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined	-Create simple settings in narratives -Create simple characters in narratives -Use the main language features of narrative -Use the main organisational features in fiction -Use the noun phrases to describe and specify people, places and things -Use co-ordinating conjunctions to form compound sentences -Use apostrophes for contracted forms **Invitation – to a party** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question,	-Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Use the noun phrases to describe and specify people, places and things -Use co-ordinating conjunctions to form compound sentences -Use apostrophes for contracted forms **Chronological report- Great Fire of London** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction	-Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Use the noun phrases to describe and specify people, places and things -Use co-ordinating conjunctions to form compound sentences -Use apostrophes for contracted forms **Fairy-tale story based on tobacco factory play** -Create simple plots in narratives -Create simple settings in narratives -Create simple characters in narratives -Use the main language features of narrative	**Leaflet – lion** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English -Use commas for singular possession -Use the progressive (continuous) form in the present and past tense **Poetry** -Write simple poetry	**Instructions – How to catch/wash a dragon** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English -Use commas in lists -Use the progressive (continuous) form in the present and past tense **Persuasive letter – Please can I have a pet dragon?** -Write for a range of fictional and real	**Explanation text – How does a sunflower grow** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English -Use commas for singular possession -Use the progressive (continuous) form in the present and past tense **Fairy tale – Character**

	exclamation, command -Use some features of standard written English	-Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English	-Use the main organisational features in fiction -Use the noun phrases to describe and specify people, places and things -Use co-ordinating conjunctions to form compound sentences -Use subordinating conjunctions to add extra information		audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English -Use commas for singular possession -Use the progressive (continuous) form in the present and past tense	**description – (tell me a dragon text)** -Create simple plots in narratives -Create simple settings in narratives -Create simple characters in narratives -Use the main language features of narrative -Use the main organisational features in fiction -Use the noun phrases to describe and specify people, places and things -Use co-ordinating conjunctions to form compound sentences -Use subordinating conjunctions to add extra information
Year 3 Taught throughout each piece of writing: - Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan	**Journey story** *(Jemmy Button)* - Create and describe plots, setting and characters in narratives - Consistently use the language features of narrative - Use noun phrases appropriately in a	**Science fiction story** *(The Iron Man)* - Create and describe plots, setting and characters in narratives	**Play script based on tobacco factory play** - Write for a range of purposes and audiences - Create and describe plots, setting and characters	**Finding story** *(The Lost Thing)* - Create and describe plots, setting and characters in narratives - Consistently use the language features of narrative - Use noun phrases appropriately in a	**Tragedy Story** *(Escape from Pompeii)* - Create and describe plots, setting and characters in narratives - Consistently use the language features of narrative - Use noun phrases appropriately in a	**Adventure Story** *(Black Rock)* - Create and describe plots, setting and characters in narratives - Consistently use the language features of narrative - Use noun phrases appropriately in a

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
- Start to use paragraphs to group related ideas - Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary - Read their own writing aloud with appropriate intonation and volume to make the meaning clear - Use punctuation correctly that is expected from a year 3/4 pupil. -Create interest through the use of appropriate word choices and descriptive phrases - Can spell at least half of the Y3/4 common exception words, homophones and words from other origins with some of the year3/4 prefixes and suffixes -Join letters, whilst writing in a legible and consistent style	range of text types to clarify and add detail - Create interest through the use of appropriate word choices and descriptive phrases - Use a range of adverbs and prepositions to express time, place and cause - Use figurative devices such as similes and alliteration - Demarcate direct speech with inverted commas -- Start to write complex sentences by using a range of conjunctions accurately **Autobiography** *(Linked to Roald Dahl)* - Write for a range of purposes and audiences - Consistently use the language features of non-fiction - Use a range of adverbs and prepositions to	- Consistently use the language features of narrative - Use noun phrases appropriately in a range of text types to clarify and add detail - Create interest through the use of appropriate word choices and descriptive phrases - Use a range of adverbs and prepositions to express time, place and cause - Use figurative devices such as similes and alliteration - Demarcate direct speech with inverted commas -- Start to write complex sentences by using a range of conjunctions accurately **Explanation** *(How a Robot Dog Works)* - Write for a range of purposes and audiences	-- Use noun phrases appropriately in a range of text types to clarify and add detail - Create interest through the use of appropriate word choices and descriptive phrases - Use a range of adverbs and prepositions to express time, place and cause - Use figurative devices such as similes and alliteration **Instructions** *(My Strong Mind – linked to ambition)* - Write for a range of purposes and audiences - Consistently use the language features of non-fiction -Use a range of organisational features in non-fiction - Use a mixture of simple and compound sentences	range of text types to clarify and add detail - Create interest through the use of appropriate word choices and descriptive phrases - Use a range of adverbs and prepositions to express time, place and cause - Use figurative devices such as similes and alliteration - Demarcate direct speech with inverted commas - Start to write complex sentences by using a range of conjunctions accurately **Information text** - Write for a range of purposes and audiences - Consistently use the language features of non-fiction -Use a range of organisational features in non-fiction	range of text types to clarify and add detail - Create interest through the use of appropriate word choices and descriptive phrases - Use a range of adverbs and prepositions to express time, place and cause - Use figurative devices such as similes and alliteration - Demarcate direct speech with inverted commas - Start to write complex sentences by using a range of conjunctions accurately **Persuasive writing** *(Holiday brochure)* - Write for a range of purposes and audiences - Consistently use the language features of non-fiction	range of text types to clarify and add detail - Create interest through the use of appropriate word choices and descriptive phrases - Use a range of adverbs and prepositions to express time, place and cause - Use figurative devices such as similes and alliteration - Demarcate direct speech with inverted commas - Start to write complex sentences by using a range of conjunctions accurately **Newspaper report (chronological report)** - Write for a range of purposes and audiences - Consistently use the language features of non-fiction

	express time, place and cause - Use a mixture of simple and compound sentences - Start to write complex sentences by using a range of conjunctions accurately **Poetry linked to National Poetry Day** *(Autumn is Here)* -write simple poetry	- Consistently use the language features of non-fiction -Use a range of organisational features in non-fiction - Use a mixture of simple and compound sentences - Start to write complex sentences by using a range of conjunctions accurately -Use the present perfect form of verbs	- Start to write complex sentences by using a range of conjunctions accurately -Use the present perfect form of verb	- Use a mixture of simple and compound sentences - Start to write complex sentences by using a range of conjunctions accurately -Use the present perfect form of verbs	-Use a range of adverbs and prepositions to express time, place and cause - Use a mixture of simple and compound sentences - Start to write complex sentences by using a range of conjunctions accurately	-Use a range of adverbs and prepositions to express time, place and cause - Use a mixture of simple and compound sentences - Start to write complex sentences by using a range of conjunctions accurately -Demarcate direct speech with inverted commas -Consistently use features of standard English and explore when non-standard written English could be used **Poetry** *(Still I Rise)* -write simple poetry
Year 4 Taught throughout each piece of writing: - Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan	**Adventure story** *(Jemmy Button)* - Expand the use of narrative language features - Create and expand plots, settings and characters in narratives	**Science fiction story** *(The Iron Man)* - Expand the use of narrative language features - Create and expand plots, settings and	**Play script based on tobacco factory play** - Write for an increasing range of purposes and audiences - Control the use of standard and non-standard English	**Finding story** *(The Lost Thing)* - Expand the use of narrative language features - Create and expand plots, settings and characters in narratives	**Tragedy Story** *(Escape from Pompeii)* - Expand the use of narrative language features - Create and expand plots, settings and characters in narratives	**Story** *(Black Rock)* - Expand the use of narrative language features - Create and expand plots, settings and characters in narratives

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
- Organise content into relevant paragraphs across the text - Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary - Read their own writing aloud with appropriate intonation, volume and tone to make the meaning clear - Engage the reader through the use of interesting word choices and descriptive phrases - Use an appropriate variety of simple, compound and complex sentences - Use past and present tense accurately throughout a piece of writing -Use apostrophes to indicate plural possession - Can spell all of the Y3/4 common	- Use noun phrases expanded by modifying adjectives and prepositional phrases - Use nouns and pronouns to aid cohesion between sentences - Use fronted adverbials for effect - Use figurative devices such as similes and hyperbole - Use commas after fronted adverbials - Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech **Autobiography** *(Linked to Roald Dahl)* - Write for a range of purposes and audiences - Consistently use the language features of non-fiction - Use a range of adverbs and prepositions to	characters in narratives -Use noun phrases expanded by modifying adjectives and prepositional phrases - Use nouns and pronouns to aid cohesion between sentences - Use fronted adverbials for effect - Use figurative devices such as similes and hyperbole - Use commas after fronted adverbials - Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech **Explanation** *(How a Robot Dog Works)* - Write for an increasing range of purposes and audiences - Expand the use of non-fiction language features - Use a wider range of connectives to	- Create and expand plots, settings and characters in narratives - Use figurative devices such as similes and hyperbole - Use nouns and pronouns to aid cohesion between sentences -Use noun phrases expanded by modifying adjectives and prepositional phrases **Instructions** *(My Strong Mind – linked to ambition)* - Write for an increasing range of purposes and audiences - Expand the use of non-fiction language features - Use a wider range of connectives to extend the range of complex sentences - Control the use of standard and non-standard English -Organise content into relevant	-Use noun phrases expanded by modifying adjectives and prepositional phrases - Use nouns and pronouns to aid cohesion between sentences - Use fronted adverbials for effect - Use figurative devices such as similes and hyperbole - Use commas after fronted adverbials - Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech **Information text** - Write for an increasing range of purposes and audiences - Expand the use of non-fiction language features - Use a wider range of connectives to extend the range of complex sentences	-Use noun phrases expanded by modifying adjectives and prepositional phrases - Use nouns and pronouns to aid cohesion between sentences - Use fronted adverbials for effect - Use figurative devices such as similes and hyperbole - Use commas after fronted adverbials - Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech **Persuasive writing** *(Holiday Brochure)* - Write for an increasing range of purposes and audiences - Expand the use of non-fiction language features - Use a wider range of connectives to	-Use noun phrases expanded by modifying adjectives and prepositional phrases - Use nouns and pronouns to aid cohesion between sentences - Use fronted adverbials for effect - Use figurative devices such as similes and hyperbole - Use commas after fronted adverbials - Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech **Newspaper report (chronological report)** - Write for an increasing range of purposes and audiences - Expand the use of non-fiction language features - Use a wider range of connectives to

exception words, homophones and words from other origins and all the year 3/4 prefixes and suffixes - Write letters with parallel down strokes and appropriate spacing in a legible and consistent style, with increased quality and speed	express time, place and cause - Use a mixture of simple and compound sentences - Start to write complex sentences by using a range of conjunctions accurately **Poetry linked to National Poetry Day** *(Autumn is Here)* - Write free verse poetry, focusing on the meaning	extend the range of complex sentences - Control the use of standard and non-standard English -Organise content into relevant paragraphs across the text	paragraphs across the text	- Control the use of standard and non-standard English -Organise content into relevant paragraphs across the text	extend the range of complex sentences - Control the use of standard and non-standard English	extend the range of complex sentences - Control the use of standard and non-standard English - Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech **Poetry** *(Still I Rise)* - Write free verse poetry, focusing on the meaning
Year 5 Taught throughout each piece of writing: -Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations) -Write fluently and legibly with speed and a personal style	**Mmm chocolate** **Adventure story** (Unlucky Man) Develop settings and atmosphere in detail Develop characters in detail Modify and control the use of narrative language features Use expanded noun phrases precisely to add detail across a piece of writing	**Why aorta keep fit** **Rags to riches** (Dirty water, clean water) Develop settings and atmosphere in detail Develop characters in detail Modify and control the use of narrative language features Use expanded noun phrases precisely to	**Marvellous Mayans** **Fairy-tale linked to Tobacco Factory play** Develop settings and atmosphere in detail Develop characters in detail Modify and control the use of narrative language features Use expanded noun phrases precisely to	**Were we a fish** **Flashback** Develop settings and atmosphere in detail Develop characters in detail Modify and control the use of narrative language features Use expanded noun phrases precisely to add detail across a piece of writing	**Dragon's Den** **Multiple diary perspectives** Develop characters in detail Use expanded noun phrases precisely to add detail across a piece of writing Use precise phrases and vocabulary Use figurative devices	**Dragon's Den** **Formal/informal letters** Identify the audience and purpose for their writing and select the appropriate form Modify and control the use of non-fiction language features Use a range of devices to link paragraphs

-Spell year 5/6 exception words, homophones, prefixes and suffixes -Ensure the consistent and appropriate use of tense throughout a piece of writing -Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations -Perform their own writing using appropriate intonation, volume and movement	Use precise phrases and vocabulary Use figurative devices Use embedded and relative clauses Use of inverted commas and other punctuation to indicate direct and reported speech **Persuasive letter** Identify the audience and purpose for their writing and select the appropriate form Modify and control the use of non-fiction language features Use a range of devices to link paragraphs Distinguish between the language of speech and writing and develop formal language structures for different text types Indicate degrees of possibility through the use of adverbs Indicate degrees of possibility through the use of modal verbs	add detail across a piece of writing Use precise phrases and vocabulary Use figurative devices Use embedded and relative clauses Use of inverted commas and other punctuation to indicate direct and reported speech **Explanation text** Control the use of organisational features in non-fiction Use main and subordinate clauses and move their position in sentences Identify the audience and purpose for their writing and select the appropriate form Modify and control the use of non-fiction language features Use a range of devices to link paragraphs Distinguish between the language of speech and writing and develop formal	add detail across a piece of writing Use precise phrases and vocabulary Use figurative devices Use embedded and relative clauses Use of inverted commas and other punctuation to indicate direct and reported speech **Multiple diary perspectives** -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary and grammatical structures that reflect what the writing requires	Use precise phrases and vocabulary Use figurative devices Use embedded and relative clauses Use of inverted commas and other punctuation to indicate direct and reported speech **Newspaper report** Control the use of organisational features in non-fiction Use of inverted commas and other punctuation to indicate direct and reported speech Control the use of organisational features in non-fiction Use main and subordinate clauses and move their position in sentences Identify the audience and purpose for their writing and select the appropriate form	Identify the audience and purpose for their writing and select the appropriate form Use a range of devices to link paragraphs Distinguish between the language of speech and writing and develop formal language structures for different text types Indicate degrees of possibility through the use of adverbs Distinguish between the language of speech and writing and develop formal language structures for different text types **Promotional leaflet** Identify the audience and purpose for their writing and select the appropriate form Modify and control the use of non-fiction language features	Distinguish between the language of speech and writing and develop formal language structures for different text types Indicate degrees of possibility through the use of adverbs Indicate degrees of possibility through the use of modal verbs **Invented narrative** Develop settings and atmosphere in detail Develop characters in detail Modify and control the use of narrative language features Use expanded noun phrases precisely to add detail across a piece of writing Use precise phrases and vocabulary Use figurative devices Use embedded and relative clauses Use of inverted commas and other punctuation to

	Poetry -Write free verse poetry of increasing complexity, with a specific purpose	language structures for different text types		Modify and control the use of non-fiction language features Use a range of devices to link paragraphs Distinguish between the language of speech and writing and develop formal language structures for different text types	Use a range of devices to link paragraphs Distinguish between the language of speech and writing and develop formal language structures for different text types Indicate degrees of possibility through the use of adverbs Indicate degrees of possibility through the use of modal verbs	indicate direct and reported speech **Poetry** -Write free verse poetry of increasing complexity, with a specific purpose
Year 6 Taught throughout each piece of writing: -Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan -Use verb tenses consistently and correctly -Spell correctly most words from the Y5/Y6 spelling list -Maintain legibility in joined handwriting	**Mmm chocolate** **Adventure story** (Unlucky Man) -In narratives, describe settings, characters and atmosphere -Integrate dialogue in narratives to convey character and advance the action -Add detail and create specific effects to engage the reader through crafting a range of sentence	**Why aorta keep fit** **Rags to riches** (Dirty water, clean water) -In narratives, describe settings, characters and atmosphere -Integrate dialogue in narratives to convey character and advance the action -Add detail and create specific effects to engage the reader	**Marvellous Mayans** **Fairy-tale linked to Tobacco Factory play** -In narratives, describe settings, characters and atmosphere -Integrate dialogue in narratives to convey character and advance the action -Select vocabulary and grammatical structures that reflect	**Were we a fish?** **Flashback** -In narratives, describe settings, characters and atmosphere -Distinguish between the language of speech and writing and choose the appropriate register -Select vocabulary and grammatical structures that reflect what the writing requires	**Dragon's Den** **Multiple diary perspectives** -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary and grammatical structures that reflect what the writing requires	**Dragon's Den** **Formal/informal letters** -Use a range of devices to build cohesion within and across paragraphs -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary and grammatical

when writing at speed - Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect - Perform their own writing using appropriate intonation, volume and movement	structures and lengths -Use an effective range of sentence structures, including sentences with multiple clauses -Use figurative devices such as extended metaphors **Persuasive letter** -Use a range of devices to build cohesion within and across paragraphs -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary and grammatical structures that reflect what the writing requires **Poetry** -Write free verse poetry of increasing complexity, with a specific purpose	through crafting a range of sentence structures and lengths -Use an effective range of sentence structures, including sentences with multiple clauses -Use figurative devices such as extended metaphors **Explanation text** -Use a range of devices to build cohesion within and across paragraphs -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary and grammatical structures that reflect what the writing requires	what the writing requires -Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths -Use an effective range of sentence structures, including sentences with multiple clauses -Use figurative devices such as extended metaphors **Multiple diary perspectives** -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary and grammatical structures that reflect what the writing requires	-Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths -Use an effective range of sentence structures, including sentences with multiple clauses -Use figurative devices such as extended metaphors **Newspaper report** -Use a range of devices to build cohesion within and across paragraphs -Distinguish between the language of speech and writing and choose the appropriate register -Write effectively for a range of purposes and audiences -Selecting the appropriate form and drawing independently on what they have read	**Promotional leaflet** -Use a range of devices to build cohesion within and across paragraphs -Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing	structures that reflect what the writing requires **Invented narrative** -In narratives, describe settings, characters and atmosphere -Distinguish between the language of speech and writing and choose the appropriate register -Select vocabulary and grammatical structures that reflect what the writing requires -Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths -Use an effective range of sentence structures, including sentences with multiple clauses -Use figurative devices such as extended metaphors **Poetry**

				as models for their own writing		-Write free verse poetry of increasing complexity, with a specific purpose

Year B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	RWI set 1 sounds **Reading Tricky words –** I, the, my, you, a	RWI set 1 sounds **Reading Tricky words –** no, go, to, into, said	RWI set 2 sounds set 1 repetition **Reading Tricky words –** your, are, be, of, he	RWI set 2 sounds set 1 repetition **Reading Tricky words –** she, we, me, her, was	RWI set 3 sounds set 1 & 2 repetition **Reading Tricky words –** all, what, so, they, some	RWI set 3 sounds set 1 & 2 repetition **Reading -** consolidation
Year 1 Taught throughout each piece of writing: -Plan by talking about ideas and recording them - Orally rehearse sentences before writing	**Letter – about ourselves** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form	**Non-chronological report – Victorian toys** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences	**Fairy-tale story based on tobacco factory play** -Sequence their own sentences to form simple narratives -Use simple narrative language features	**Non – fiction Amelia Earhart** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form	**Recount –real event Siberia at the beach** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences	**Recount – Class trip** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form

- Re-read writing to check it makes sense and make simple changes as necessary - Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations - Read their own writing aloud clearly - Generally use the present and past tense accurately -Demarcate sentences using full stops and capital letters -Spell year 1 CEW, prefixes and suffixes - Form lower-case letters, capital letters and leave spaces between words.	simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join words -Begin to punctuate using a capital letter for the names of people, places, days of the week and I **Fairy-tale – Three little pigs/ Three little aliens** -Sequence their own sentences to form simple narratives -Use simple narrative language features -Use simple organisational features in fiction -Use the names of people, places and things -Use the conjunction 'and' to join words	-Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join words -Begin to punctuate using a capital letter for the names of people, places, days of the week and I **Story – linked with Traction Man** -Sequence their own sentences to form simple narratives -Use simple narrative language features -Use simple organisational features in fiction -Use the names of people, places and things	-Use simple organisational features in fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences -Punctuate using a capital letter for the names of people, places, days of the week and I **Poetry** -Write simple poetry	simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences **Persuasive writing – brochure Story** -Write for simple audiences and purposes based on real life experiences -Write sequences of linked sentences -Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction	-Sequence their own sentences to form simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences **(new topic: will have clear English focus after completing medium term plan)**	simple non-fiction text -Use simple language features of non-fiction -Use simple organisational features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences **Poetry** -Write simple poetry **(new topic: will have clear English focus after completing medium term plan)**

	-Begin to punctuate using a capital letter for the names of people, places, days of the week and I **Information booklet – lifecycle of a butterfly** -Use simple narrative language features -Use the names of people, places and things -Use the conjunction 'and' to join words -Begin to punctuate using a capital letter for the names of people, places, days of the week and I	-Use the conjunction 'and' to join words -Begin to punctuate using a capital letter for the names of people, places, days of the week and I **Instructions – how to play a game** -Use simple narrative language features -Use the names of people, places and things -Use the conjunction 'and' to join words -Begin to punctuate using a capital letter for the names of people, places, days of the week and I		-Use simple organisational features in non-fiction -Use the names of people, places and things -Use the conjunction 'and' to join simple sentences forming compound sentences		
Year 2 Taught throughout each piece of writing: -Plan by talking about ideas and vocabulary whilst recording ideas	**Letter – about ourselves** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction	**Non-chronological report – Victorian toys** -Write for a range of fictional and real audiences and purposes	**Fairy-tale story based on tobacco factory play** -Create simple plots in narratives -Create simple settings in narratives	**Non – fiction Amelia Earhart** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction	**Recount –real event Siberia at the beach** -Write for a range of fictional and real audiences and purposes	**Recount – Class trip** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction

-Orally rehearse sentences before writing -Write about more than one idea and group related information -Evaluate their writing through discussion and make improvements to clarify the meaning and sense -Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations -Read their own writing aloud clearly, with appropriate intonation -Use accurate verb/tense and subject /verb agreement -Demarcate sentences consistently using full stops and capital letters -Spell year 2 CEW, homophones and range of phonemes -Form correctly sized and orientated	-Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English -Use commas in lists **Fairy-tale – Three little pigs/ Three little aliens** -Create simple plots in narratives -Create simple settings in narratives -Create simple characters in narratives -Use the main language features of narrative -Use the main organisational features in fiction -Use the noun phrases to describe and specify people, places and things	-Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English **Story – linked with Traction Man** -Create simple plots in narratives -Create simple settings in narratives -Create simple characters in narratives -Use the main language features of narrative -Use the main organisational features in fiction -Use the noun phrases to describe and specify people, places and things	-Create simple characters in narratives -Use the main language features of narrative -Use the main organisational features in fiction -Use the noun phrases to describe and specify people, places and things -Use co-ordinating conjunctions to form compound sentences -Use subordinating conjunctions to add extra information **Poetry** -Write simple poetry	-Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English -Use commas for singular possession -Use the progressive (continuous) form in the present and past tense **Persuasive writing – brochure Story** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question,	-Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English -Use the noun phrases to describe and specify people, places and things -Use co-ordinating conjunctions to form compound sentences -Use subordinating conjunctions to add extra information **Poetry** -Write simple poetry **(new topic: will have clear English focus after completing medium term plan)**	-Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English -Use the noun phrases to describe and specify people, places and things -Use co-ordinating conjunctions to form compound sentences -Use subordinating conjunctions to add extra information **Poetry** -Write simple poetry **(new topic: will have clear English focus after completing medium term plan)**

lower-case letters and capital letters -Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined	-Use co-ordinating conjunctions to form compound sentences -Use apostrophes for contracted forms **Information booklet – lifecycle of a butterfly** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English	-Use co-ordinating conjunctions to form compound sentences -Use apostrophes for contracted forms **Instructions – how to play a game** -Write for a range of fictional and real audiences and purposes -Use the main language features of non-fiction -Use the main organisational features in non-fiction -Write sentences with different forms: statement, question, exclamation, command -Use some features of standard written English -Use commas in lists		exclamation, command -Use some features of standard written English -Use commas for singular possession -Use the progressive (continuous) form in the present and past tense		
Year 3 Taught throughout each piece of writing: - Plan through discussing similar	**Action Story** *(The Catch – animation)* - Create and describe plots, setting and	**Legend** *(Beowulf)* - Create and describe plots, **setting** and characters in narratives	**Fairy-tale story based on tobacco factory play** - Create and describe **plots**, setting and	**Portal story** *(Journey / Elf Road)* - Create and describe plots, setting and	**Tragedy Tale** *(Flood)* - Create and describe plots, setting and	**Newspaper report** *(Boscastle / Pensford Flood)*

writing; analysing its structure, vocabulary and grammar and use to create their own plan - Start to use paragraphs to group related ideas - Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary - Read their own writing aloud with appropriate intonation and volume to make the meaning clear - Use punctuation correctly that is expected from a year 3/4 pupil. -Create interest through the use of appropriate word choices and descriptive phrases - Can spell at least half of the Y3/4 common exception words, homophones and words from other origins with	**characters** in narratives - Consistently use the language features of narrative - Use noun phrases appropriately in a range of text types to clarify and add detail - Create interest through the use of appropriate word choices and descriptive phrases - Use a range of adverbs and prepositions to express time, place and cause - Use figurative devices such as similes and alliteration - Demarcate direct speech with inverted commas - Start to write complex sentences by using a range of conjunctions accurately **Persuasive letter** *(Fair Trade)*	- Consistently use the language features of narrative - Use noun phrases appropriately in a range of text types to clarify and add detail - Create interest through the use of appropriate word choices and descriptive phrases - Use a range of adverbs and prepositions to express time, place and cause - Use figurative devices such as similes and alliteration - Demarcate direct speech with inverted commas - Start to write complex sentences by using a range of conjunctions accurately **Non-chronological report** *(Monsters)*	characters in narratives - Consistently use the language features of narrative - Use noun phrases appropriately in a range of text types to clarify and add detail - Create interest through the use of appropriate word choices and descriptive phrases - Use a range of adverbs and prepositions to express time, place and cause - Use figurative devices such as similes and alliteration - Demarcate direct speech with inverted commas - Start to write complex sentences by using a range of conjunctions accurately **Diary** *(Howard Carter and the discovery of Tutankhamun's tomb)*	characters in narratives - Consistently use the language features of narrative - Use noun phrases appropriately in a range of text types to clarify and add detail - Create interest through the use of appropriate word choices and descriptive phrases - Use a range of adverbs and prepositions to express time, place and cause - Use figurative devices such as similes and alliteration - Demarcate direct speech with inverted commas - Start to write complex sentences by using a range of conjunctions accurately **Instructions** *(How to enter the portal – from your portal story)*	characters in narratives - Consistently use the language features of narrative - Use noun phrases appropriately in a range of text types to clarify and add detail - Create interest through the use of appropriate word choices and descriptive phrases - Use a range of adverbs and prepositions to express time, place and cause - Use figurative devices such as similes and alliteration - Demarcate direct speech with inverted commas - Start to write complex sentences by using a range of conjunctions accurately **Poetry** *(The River by Valerie Bloom* *Stars with Flaming Stars)*	- Write for a range of purposes and audiences - Consistently use the language features of non-fiction -Use a range of organisational features in non-fiction - Use a mixture of simple and compound sentences - Start to write complex sentences by using a range of conjunctions accurately -Use the present perfect form of verbs **Factual Tour** *(Pensford)* - Write for a range of purposes and audiences - Consistently use the language features of non-fiction - Use a range of organisational features in non-fiction

some of the year3/4 prefixes and suffixes -Join letters, whilst writing in a legible and consistent style	- Write for a range of purposes and audiences - Consistently use the language features of non-fiction - Use a range of adverbs and prepositions to express time, place and cause - Use a mixture of simple and compound sentences - Start to write complex sentences by using a range of conjunctions accurately **Poetry** *(If I were in charge of the world)* - Write simple poetry	- Write for a range of purposes and audiences - Consistently use the language features of non-fiction - Use a range of organisational features in non-fiction - Use a mixture of simple and compound sentences - Start to write complex sentences by using a range of conjunctions accurately - Use the present perfect form of verbs	- Write for a range of purposes and audiences - Use noun phrases appropriately in a range of text types to clarify and add detail - Use a range of adverbs and prepositions to express time, place and cause - Use figurative devices such as similes and alliteration - Use a mixture of simple and compound sentences - Start to write complex sentences by using a range of conjunctions accurately - Consistently use features of standard English and explore when non-standard written English could be used	- Write for an increasing range of purposes and audiences - Expand the use of non-fiction language features - Use a wider range of connectives to extend the range of complex sentences -Organise content into relevant paragraphs across the text	- Write simple poetry	- Use a mixture of simple and compound sentences - Start to write complex sentences by using a range of conjunctions accurately - Consistently use features of standard English and explore when non-standard written English could be used
Year 4 Taught throughout each piece of writing: - Plan through discussing similar writing; analysing its	**Action Story** *(The Catch - animation)* - Expand the use of narrative language features	**Legend** *(Beowulf)* - Expand the use of narrative language features	**Fairy-tale story based on tobacco factory play** - Expand the use of narrative language features	**Portal story** *(Journey / Elf Road)* - Expand the use of narrative language features	**Tragedy Tale** *(Flood)* - Expand the use of narrative language features	**Newspaper report** *(Boscastle / Pensford Flood)* - Write for an increasing range of

structure, vocabulary and grammar and use to create their own plan - Organise content into relevant paragraphs across the text - Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary - Read their own writing aloud with appropriate intonation, volume and tone to make the meaning clear - Engage the reader through the use of interesting word choices and descriptive phrases - Use an appropriate variety of simple, compound and complex sentences - Use past and present tense accurately throughout a piece of writing	- Create and expand plots, settings and **characters** in narratives - Use noun phrases expanded by modifying adjectives and prepositional phrases - Use nouns and pronouns to aid cohesion between sentences - Use fronted adverbials for effect - Use figurative devices such as similes and hyperbole - Use commas after fronted adverbials - Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech **Persuasive letter** *(Fair Trade)* - Write for an increasing range of purposes and audiences - Expand the use of non-fiction language features	- Create and expand plots, **settings** and characters in narratives - Use noun phrases expanded by modifying adjectives and prepositional phrases - Use nouns and pronouns to aid cohesion between sentences - Use fronted adverbials for effect - Use figurative devices such as similes and hyperbole - Use commas after fronted adverbials - Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech **Non-chronological report** *(Monsters)* - Write for an increasing range of purposes and audiences	- Create and expand **plots**, settings and characters in narratives - Use noun phrases expanded by modifying adjectives and prepositional phrases - Use nouns and pronouns to aid cohesion between sentences - Use fronted adverbials for effect - Use figurative devices such as similes and hyperbole - Use commas after fronted adverbials - Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech **Diary** *(Howard Carter and the discovery of Tutankhamun's tomb)* - Write for an increasing range of purposes and audiences	- Create and expand plots, settings and characters in narratives - Use noun phrases expanded by modifying adjectives and prepositional phrases - Use nouns and pronouns to aid cohesion between sentences - Use fronted adverbials for effect - Use figurative devices such as similes and hyperbole - Use commas after fronted adverbials - Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech **Instructions** *(How to enter the portal – from your portal story)* - Write for an increasing range of purposes and audiences	- Create and expand plots, settings and characters in narratives - Use noun phrases expanded by modifying adjectives and prepositional phrases - Use nouns and pronouns to aid cohesion between sentences - Use fronted adverbials for effect - Use figurative devices such as similes and hyperbole - Use commas after fronted adverbials - Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech **Poetry** *(The River by Valerie Bloom* *Stars with Flaming Stars)* - Write free verse poetry, focusing on the meaning	purposes and audiences - Expand the use of non-fiction language features - Use a wider range of connectives to extend the range of complex sentences - Control the use of standard and non-standard English - Organise content into relevant paragraphs across the text **Factual Tour** *(Pensford)* - Write for an increasing range of purposes and audiences - Expand the use of non-fiction language features - Use a wider range of connectives to extend the range of complex sentences - Organise content into relevant paragraphs across the text

-Use apostrophes to indicate plural possession - Can spell all of the Y3/4 common exception words, homophones and words from other origins and all the year 3/4 prefixes and suffixes - Write letters with parallel down strokes and appropriate spacing in a legible and consistent style, with increased quality and speed	- Use a wider range of connectives to extend the range of complex sentences - Control the use of standard and non-standard English **Poetry** *(If I were in charge of the world)* - Write free verse poetry, focusing on the meaning	- Expand the use of non-fiction language features - Use a wider range of connectives to extend the range of complex sentences - Organise content into relevant paragraphs across the text	- Expand the use of non-fiction language features - Use a wider range of connectives to extend the range of complex sentences - Control the use of standard and non-standard English	- Expand the use of non-fiction language features - Use a wider range of connectives to extend the range of complex sentences - Organise content into relevant paragraphs across the text		
Year 5 Taught throughout each piece of writing: -Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations) -Write fluently and legibly with speed and a personal style -Spell year 5/6 exception words,	**What's out there?** **Character flaw** (A drop of honey) Develop settings and atmosphere in detail Develop characters in detail Modify and control the use of narrative language features Use expanded noun phrases precisely to add detail across a piece of writing Use precise phrases and vocabulary	**Who let the gods out?** **Mythical story** (Theseus and the Minotaur) Develop settings and atmosphere in detail Develop characters in detail Modify and control the use of narrative language features Use expanded noun phrases precisely to add detail across a piece of writing	**Is it me or is it hot in here?** **Fairy-tale linked to Tobacco Factory play** Develop settings and atmosphere in detail Develop characters in detail Modify and control the use of narrative language features Use expanded noun phrases precisely to add detail across a piece of writing	**Victorious Victorians** **Legend story** (Bedd Gelert) Develop settings and atmosphere in detail Develop characters in detail Modify and control the use of narrative language features Use expanded noun phrases precisely to add detail across a piece of writing Use precise phrases and vocabulary	**How steady is your hand?** **Recount** Develop settings and atmosphere in detail Develop characters in detail Modify and control the use of narrative language features Use expanded noun phrases precisely to add detail across a piece of writing Use precise phrases and vocabulary Use figurative devices	**How steady is your hand?** **Formal/informal letters** Identify the audience and purpose for their writing and select the appropriate form Modify and control the use of non-fiction language features Use a range of devices to link paragraphs Distinguish between the language of

homophones, prefixes and suffixes -Ensure the consistent and appropriate use of tense throughout a piece of writing -Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations -Perform their own writing using appropriate intonation, volume and movement	Use figurative devices Use embedded and relative clauses Use of inverted commas and other punctuation to indicate direct and reported speech **Newspaper report** Control the use of organisational features in non-fiction Use of inverted commas and other punctuation to indicate direct and reported speech Control the use of organisational features in non-fiction Use main and subordinate clauses and move their position in sentences Identify the audience and purpose for their writing and select the appropriate form Modify and control the use of non-fiction language features	Use precise phrases and vocabulary Use figurative devices Use embedded and relative clauses Use of inverted commas and other punctuation to indicate direct and reported speech **Non-chronological report** Control the use of organisational features in non-fiction Use main and subordinate clauses and move their position in sentences Identify the audience and purpose for their writing and select the appropriate form Modify and control the use of non-fiction language features Use a range of devices to link paragraphs Distinguish between the language of speech and writing and develop formal	Use precise phrases and vocabulary Use figurative devices Use embedded and relative clauses Use of inverted commas and other punctuation to indicate direct and reported speech **Balanced argument** -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary and grammatical structures that reflect what the writing requires Identify the audience and purpose for their writing and select the appropriate form Modify and control the use of non-fiction language features Use a range of devices to link paragraphs Distinguish between the language of	Use figurative devices Use embedded and relative clauses Use of inverted commas and other punctuation to indicate direct and reported speech **Biography** Control the use of organisational features in non-fiction Use main and subordinate clauses and move their position in sentences Identify the audience and purpose for their writing and select the appropriate form Modify and control the use of non-fiction language features Use a range of devices to link paragraphs Distinguish between the language of speech and writing and develop formal language structures for different text types	Use embedded and relative clauses Use of inverted commas and other punctuation to indicate direct and reported speech **Persuasive leaflet** -Use a range of devices to build cohesion within and across paragraphs -Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing	speech and writing and develop formal language structures for different text types Indicate degrees of possibility through the use of adverbs Indicate degrees of possibility through the use of modal verbs **Invented narrative** Develop settings and atmosphere in detail Develop characters in detail Modify and control the use of narrative language features Use expanded noun phrases precisely to add detail across a piece of writing Use precise phrases and vocabulary Use figurative devices Use embedded and relative clauses Use of inverted commas and other punctuation to indicate direct and reported speech

	Use a range of devices to link paragraphs Distinguish between the language of speech and writing and develop formal language structures for different text types **Poetry** -Write free verse poetry of increasing complexity, with a specific purpose	language structures for different text types	speech and writing and develop formal language structures for different text types			**Poetry** -Write free verse poetry of increasing complexity, with a specific purpose
Year 6 Taught throughout each piece of writing: -Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan -Use verb tenses consistently and correctly -Spell correctly most words from the Y5/Y6 spelling list -Maintain legibility in joined handwriting when writing at speed	**What's out there?** **Character flaw** (A drop of honey) -In narratives, describe settings, characters and atmosphere -Integrate dialogue in narratives to convey character and advance the action -Add detail and create specific effects to engage the reader through crafting a range of sentence	**Who let the gods out?** **Mythical story** (Theseus and the Minotaur) -In narratives, describe settings, characters and atmosphere -Integrate dialogue in narratives to convey character and advance the action -Add detail and create specific effects to engage the reader through crafting a range of sentence	**Is it me or is it hot in here?** **Fairy-tale linked to Tobacco Factory play** -In narratives, describe settings, characters and atmosphere -Integrate dialogue in narratives to convey character and advance the action -Select vocabulary and grammatical structures that reflect what the writing requires	**Victorious Victorians** **Legend story** (Bedd Gelert) -In narratives, describe settings, characters and atmosphere -Distinguish between the language of speech and writing and choose the appropriate register -Select vocabulary and grammatical structures that reflect what the writing requires	**How steady is your hand?** **Recount** -In narratives, describe settings, characters and atmosphere -Distinguish between the language of speech and writing and choose the appropriate register -Select vocabulary and grammatical structures that reflect what the writing requires	**How steady is your hand?** **Formal/informal letters** -Use a range of devices to build cohesion within and across paragraphs -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary and grammatical structures that reflect

- Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect - Perform their own writing using appropriate intonation, volume and movement	structures and lengths -Use an effective range of sentence structures, including sentences with multiple clauses -Use figurative devices such as extended metaphors **Newspaper report** -Use a range of devices to build cohesion within and across paragraphs -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Distinguish between the language of speech and writing and choose the appropriate register **Poetry** -Write free verse poetry of increasing complexity, with a specific purpose	structures and lengths -Use an effective range of sentence structures, including sentences with multiple clauses -Use figurative devices such as extended metaphors **Non-chronological report** -Use a range of devices to build cohesion within and across paragraphs -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	**Balanced argument** -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary and grammatical structures that reflect what the writing requires -Use a range of devices to build cohesion within and across paragraphs --Selecting the appropriate form and drawing independently on what they have read as models for their own writing	**Biography** -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary and grammatical structures that reflect what the writing requires -Use a range of devices to build cohesion within and across paragraphs --Selecting the appropriate form and drawing independently on what they have read as models for their own writing	**Persuasive leaflet** -Use a range of devices to build cohesion within and across paragraphs -Selecting the appropriate form and drawing independently on what they have read as models for their own writing	what the writing requires **Invented narrative** -In narratives, describe settings, characters and atmosphere -Distinguish between the language of speech and writing and choose the appropriate register -Select vocabulary and grammatical structures that reflect what the writing requires **Poetry** -Write free verse poetry of increasing complexity, with a specific purpose